

**English 367.05: The U.S. Folk Experience
Folk Groups & Traditions
Autumn 2011**

Instructor: Cassie Patterson

Class meets: 1:30pm – 3:18pm Mondays & Wednesdays **Location:** Central Classrooms 212

Office hours: 3:18 – 4:48pm Mondays & Wednesdays **Location:** Oxley's by the Numbers

Contact: patterson.493@osu.edu **Mailbox:** DE 421 **Course Number:** 8766

GOALS AND LEARNING OUTCOMES FOR THE GENERAL EDUCATION CURRICULUM

Writing and Related Skills

Goals:

Writing courses across the disciplines develop students' skills in writing, reading, critical thinking, and oral expression.

Second Writing Course

Expected Learning Outcomes:

1. Through critical analysis, discussion and writing, students extend their ability to read carefully and express ideas effectively.
2. Students further develop basic skills in expository writing and oral expression.
3. Students develop skills in effective communication and in accessing and using information analytically

Social Diversity in the United States

Goals:

Student's understanding of the pluralistic nature of institutions, society and culture in the United States is enhanced.

Expected Learning Outcomes:

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance and the equality of others.

Course Description: The overall goal of English 367 is to build on the skills you obtained in English 110 and to further improve your writing and critical thinking skills. This particular section, 367.05, is designed to employ the core concepts and methods of the field of folklore as the basis for reading assignments and writing projects. Because the theme of this course is "The U.S. Folk Experience," we will begin with a brief introduction to basic concepts of American folklore and ethnography, including folk groups, tradition, and fieldwork methodology, focusing on how these concepts and methodologies contribute to the development of critical reading, writing, and thinking skills. Along the way, we will explore the diversity of experiences of different groups in the U.S. both through course readings and through your writing assignments and projects. The focus of this particular version of 367.05 is on the concept of folk groups and their traditions. Students will formulate and refine notions of folk groups based on readings and personal experience.

Throughout the quarter we will work on a variety of formal and informal writing assignments, each designed to add skills to your writing toolbox while fostering discussions about the strategic purposes of different kinds of research methodologies and genres of writing. The final project will require that you conduct ethnographic fieldwork that you will then analyze and present in a final paper.

Required Texts (SBX):

Bonnie Stone Sunstein and Elizabeth Chiseri-Strater. *Fieldworking: Reading and Writing Research*, Fourth Edition. New York: Bedford/St. Martin's, 2011.

Glassie, Henry. "Tradition." *Journal of American Folklore* 108.430 (Fall 1995): 395-412.
 Graff, Gerald and Kathy Birkenstein. *They Say/I Say: The Moves that Matter in Academic Writing*. W. Norton & Company, 2006.

Other primary texts for the course will be provided via Carmen in the form of word documents, PDF files, hyperlinks, etc. You are expected to access and read materials in advance of our class meeting. Bringing a hard copy of the day's reading(s) to class is essential to your ability to participate. Please print the readings in advance, making your own marginal notes as you read. You may bring your laptop to class if you prefer in lieu of printing the articles, but be sure to have your OSU wireless account set up in advance. A tentative schedule is included in the syllabus, but be alert for modifications, additions, changes etc. I will make these changes well in advance to give you plenty of time to be prepared for class.

Assignments & Expectations:

We are first and foremost a community of readers, writers, and life-long learners. All voices will be treated with respect for differing opinions and common courtesies of fairness, tolerance, and civility will be observed at all times.

A Note about Assignment Sequence

The assignment sequence for this class is constructed with the research process in mind and provides a template for your further research endeavors. The first three assignments are geared toward exposing students to various styles of academic writing, ranging from the informal (Carmen posts and in-class participation) to more formal displays (presentation). Engaging in various types of discussion about academic topics will help students develop crucial academic communicative skills and brainstorming techniques.

The fieldwork and writing assignments that follow are specifically geared toward structuring the academic research paper process. Students begin by identifying a tradition of a folk group to which they belong and asking a question about it. They then engage in empirical research by conducting fieldwork and completing the fieldwork portfolio, allowing what informants have to say about their own communities (the emic perspective) to direct their research. Once students identify significant patterns in their fieldwork, they begin conducting secondary research, making connections between what their informants say and what other folklorists have said about similar phenomena. From there, students construct their final papers from the inside out, starting with core examples, building paragraphs, constructing a thesis statement, and then writing the introduction and conclusion. The culmination of this process is a final paper that analyzes core elements or concerns of their folk group from an insider perspective and responds to a larger academic discussion about that topic.

In-Class Participation (10%)

In-class participation is important to creating an intellectually stimulating experience in this class. For that reason, it is imperative that students complete readings prior to the beginning of class and share their thoughts with their peers. Further, active listening, reading and questioning are important components of participation. Students should consider our class a safe space where they can voice and exchange ideas. All members of the class are required to respect the ideas of others. Disrespectful comments will not be tolerated.

Fieldwork & Writing Assignments

Writing assignments for this course are intended to build upon one another, so that the skills acquired in earlier assignments help the execution of the final paper. Students will have plenty of opportunities to revise their work through drafting, peer-review, and teacher-student conference processes.

All writing assignments must be typed in 12 point Times New Roman font, double spaced, and conform to MLA style as set forth in the *MLA Handbook for Writers of Research Papers Seventh Edition*.

Drafts

Writing is a process of discovery, and good writing takes time. One major goal of this class will be the formation of habits of writing as a multiple-draft process. You will be required to bring copies of assignments to class on indicated draft/peer response days. In addition, if you would like feedback on your draft, you may give me a copy for review and I will return drafts (ungraded) with comments about the major revisions that you should make before submitting your final paper. You should plan to work your way through multiple drafts on your own and/or with me during office hours. All drafts and peer feedback must be turned in with your final papers. Failure to submit a draft on time will result in the lowering of your final grade on that paper by one full letter grade.

Informal Writing & Homework (10%)

This course will involve extensive informal writing in order to practice the skills that we are working to develop. This writing will take place both during and outside of class. For each of the *FieldWorking* chapters, complete the “Groundwork Activity” and post your responses to the Carmen discussion board by 10pm the night before the class period for which the reading is assigned.

Project Proposal (3-4 typed double-spaced pages) (10%)

In this assignment you will describe a tradition, practice, narrative, artifact, or other form of folklore that exemplifies the folk group you plan to study for your quarter-long project, explaining why it is an appropriate topic for this class—that is, what makes it relevant to Folklore Studies. You will also briefly explain what methods you plan to use to study the topic you have chosen, being as specific as possible (For example, how often will you observe the place?). Finally, you will identify potential research questions you will address throughout the course of the larger project (For example, how do exchange students from China recreate experiences of “home” in Columbus? How do yard decorations in a gentrifying neighborhood communicate tensions within the neighborhood? How do members of an athletic team use storytelling practices to communicate the values of the group?)

Fieldwork Portfolio: “They Say” (25%)

Observe at least one group event (storytelling session, social outing, meeting, practice, etc.) and complete a 30-minute face-to-face interview with at least 3 members of your folk group. Using the interview and fieldnote techniques from *FieldWorking*, compile a portfolio of your observations, transcription, photographs and notes. Listen over your interviews and identify traditions that are unique to this group.

Your final Fieldwork Portfolio (at least 10 typed pages) should include:

- 1) Participant observation in which you describe the specific situation or event you observed, characterize the participants, recount their remarks and reactions in detail, and discuss your immediate impressions.

- 2) Transcription of 5 illustrative sections (at least 5 minutes each) from your audio material in which you describe the context of the performance or interaction, characterize the performer or participants, transcribe the recording, and discuss your immediate impressions. Explain why these sections illustrate the informant's concept of this folk group and how it is either similar or different from that of your other informant.
- 3) Include any other data, including photographs, sketches of spaces, or other print media you collect during the course of your fieldwork. Make sure this data is sufficiently labeled (if applicable).
- 4) Groundwork Activities from the chapters already covered.
- 5) Consent Forms (available on the CFS website):
 - a. Informant Consent Form(s): If you include the name, image, or voice of any individual in your project, he or she needs to sign a consent form.
 - b. Collector Consent Form
 - c. Archival Database Form

Students are required to present their findings and questions about their folk group in a 5-minute in-class presentation on the day the Fieldwork Portfolio is due.

Annotated Bibliography: "They Say" (15%)

Annotated Bibliography: For this assignment, you will need to do library research to find at least 3 secondary sources that are relevant to the topic you have chosen. Students are required to meet at least once with the library GAAs to discuss their secondary sources. Ask the library GAA you meet with to send me an email confirming your meeting. In your annotated bibliography, include a summary and reflection of each source you cite:

Summary (about 200 words): What are the main arguments? What is the point of this book or article? What topics are covered? If someone asked what this article/book is about, what would you say?

Reflection (about 300 words): How can you use this source in your research project? Has it changed how you think about your topic? How do your own fieldwork materials reinforce or complicate the argument presented in the source?

Students are required to consult articles and chapters within the field of folklore. Use the library tab on our Carmen site to guide your academic research, and use the reading from Part 1 of *They Say/I Say* to guide your summary.

Analytical Fieldwork Paper (30%)

Write a formal analytical research paper (5-6 pages) that explores one tradition of a chosen folk group. The final paper should show significant revision from previous drafts, and should incorporate and improve upon the requirements of the draft. Students are required to "enter into a conversation" with two other scholarly folklore sources. Students are also required to visit the Center for the Study of Teaching and Writing (the Writing Center) at least once for help on this assignment. Please ask your tutor to email me a confirmation of your session.

Course Policies:

Attendance is important to the success of this class and to your development as a writer and reader. Therefore, each unexcused absence after two will result in the lowering of your final grade by a third of a grade. Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not affect your grade. Please understand that all absences are deemed unexcused absences unless documentation is provided to support an excused absence. This documentation must be provided within one week of the original absence. Please contact me via e-mail in the event of any absence.

Tardiness is disruptive to the classroom environment, and prevents you from fully participating and assimilating the information and materials discussed in class. Excessive tardiness will lower your participation grade.

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct and failure for the course. Please remember that at no point during our course work should the work of others be presented as your own. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/info_for_students/csc.asp).

Student Work must be completed and submitted on time. All assignments should be turned in according to the assigned due date. Late assignments will receive a third of a letter grade deduction (For example an A- would be lowered to a B+) for each day that it is late. After three days the assignment grade will be forfeited if prior arrangements for an extension have not been made.

The grade will not be affected when a draft or final graded assignment is late for reasons that would result in an excused absence. Students who know they will miss the deadline when the assignment is due must contact the instructor as soon as possible in advance of the deadline to arrange for submission of the assignment at a later time. This is to be used for emergencies only please.

Class Cancellation Policy: In the unlikely event that class must be canceled due to an emergency, I will contact you via email and request that a note on department letterhead be placed on the door. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for our next class meeting. Cancellations will occur primarily at the discretion of the college. If OSU closes the campus then please assume that our class will not meet.

Resources:

The OSU Writing Center is available to provide free, professional writing tutoring and consultation. You may set up an appointment by calling 688-4291 or by dropping by the center at 475 Mendenhall Laboratories. If you are interested in on-line writing advice, visit the OWL (On-Line Writing Lab) at www.cstw.osu.edu.

The Writing Center offers the following free services:

Help with any assignment (ranging from lab reports to dissertations) at any stage of the writing process (brainstorming, thesis development, revising, etc.). Face-to-face tutorials by appointment at

their main location in 475 Mendenhall Lab (50-minute tutorials, scheduled by appointment only): M-F 8:30 a.m. - 5:30 p.m.. Online tutorials via the chat function on Carmen. Walk-in tutorials at our satellite location at the Science and Engineering Library, Third Floor (20-minute tutorials, walk-in only): M-W 1:30-3:30 and 5:30-7:30 p.m.. Online appointment scheduling is available 24/7.

The Ombudsman of the Writing Programs, [Matthew M. Cariello](mailto:cariello.1@osu.edu), mediates conflicts between instructors and students in Writing Programs courses. His autumn 2011 office hours in Denney Hall 441 are Monday and Wednesday 11-1 and Tuesday and Thursday 1.30-3.00. Other times are available by appointment. Phone 292-5778; email cariello.1@osu.edu. All conversations with the Ombudsman are confidential.

The Office for Disability Services offers services for students with documented disabilities. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

Equipment Loans: You can borrow digital recorders from the Digital Media Project (DMP) in Denney 324. These recorders are available on a first-come-first-serve basis, so be sure to plan ahead and reserve the recorders ahead of time. For more information, visit <http://dmp.osu.edu>. You can also borrow recorders from Classroom Services, located on the bottom floor of Central Classrooms. For more information, visit <http://classroom.osu.edu/equipment/>. Please note that you will need me to sign a permission form before you are able to borrow these recorders. This form is available on the website.

Tentative Schedule / Timeline: (Subject to Changes)

	Week 1: Introductory Material
	Monday September 21—Day 1 Course Introduction: Overview of Syllabus and Class Expectations AFSNET What is Folklore? (link on CARMEN) Discussion: What folk groups do you belong to? What traditions do you participate in?
Week 2: Traditional Texts	
Monday September 26—Day 2 Glassie's "Tradition" (access via OSUL) <i>FieldWorking</i> : Chapter 1 (pgs. 1-14, 16-18, 22-44, 52-54) <i>HW</i> : Complete the "Do This" activity on pg 54 of <i>FieldWorking</i> and bring your paper to class for discussion.	Wednesday September 28—Day 3 <i>FieldWorking</i> : Chapter 3 (pgs. 101-129, 136-137, 140-142, 155-157, 161-164) <i>HW</i> : "Do This" Activity Bring a draft of your Project Proposal for Peer Review.
Week 3: FieldWorking and FieldWriting	
Monday October 3—Day 4 <i>FieldWorking</i> : Chapter 5 (pgs. 219-228, 230-233, 249-256, 264-266, 268-270) Fieldwork Workshop <i>HW</i> : "Do This" Activity <i>Due</i> : Bring an artifact (material, textual, etc.) that represents your folk group. Bring a pair of headphones to class for practice	Wednesday October 5—Day 5 <i>FieldWorking</i> : Chapter 2 (pgs. 55-61, 63-73, 76-84, 86-94, 99-100) <i>HW</i> : "Do This" Activity Due: Project Proposal (Friday @5pm)

<i>interviews.</i>	
Week 4: Analyzing Traditional Texts	
Monday October 10—Day 6 <i>FieldWorking</i> : Chapter 6 <i>Writing Analytically</i> pgs 53-84, 133, 142-146, 165-171 <i>HW</i> : “ <i>Do This</i> ” Activity Discussion: What is analysis?	Wednesday October 12—Day 7 (CLASS HELD ONLINE) Hyde’s “Some Food We Could Not Eat” (CARMEN) <i>They Say/I Say</i> : Chapter 2 <i>HW</i> : Write a 750-word Carmen post responding to Hyde’s chapter. Summarize the reading (1 paragraph) and compare and contrast his analysis of gift giving to that of your folk group or one of your personal experiences with gift exchange.
Week 5: Writing Analytically about Fieldwork	
Monday October 17—Day 8 <i>Writing Analytically</i> : pgs. 211-216, 222-224 (CARMEN) <i>HW</i> : Bring 2 quotes or pieces of evidence from your field research	Wednesday October 19—Day 9 Discussion: Evidence and Claims; Work in Progress <i>Bring a draft of your Fieldwork Portfolio for peer review</i>
Week 6: The Conversation Model	
Monday October 24—Day 10 <i>They Say/I Say</i> : Introduction and Chapter 1	Wednesday October 26—Day 11 Fieldwork Portfolio Presentations & Feedback Library Workshop Due: Fieldwork Portfolio (Friday @5pm)
Week 7: Entering the Conversation with Clarity and Grace	
Monday October 31—Day 12 <i>They Say/I Say</i> : Chapter 4 <i>Due</i> : Bring copies of your secondary sources for the Annotated Bibliography peer review workshop	Wednesday November 2—Day 13 <i>They Say/I Say</i> : Chapter 8 & Chapter 10
Week 8: Crafting Body Paragraphs & a Thesis Statement	
Monday November 7—Day 14 <i>Writing Analytically</i> : pgs. 333-344 In-Class Writing: Practice writing paragraphs from the inside out (bring your fieldwork materials) <i>HW</i> : Using the codes on pg 388, label the jobs of sentences in the assigned paragraph. Bring a copy of the paragraph and your work to class for discussion.	Wednesday November 9—Day 15 <i>Writing Analytically</i> pgs. 227-237, 256-264 (on CARMEN) <i>HW</i> : Bring a draft of your thesis statement and supporting evidence Due: Annotated Bibliography
Week 9: Rough Draft Workshop #1	
Monday November 14—Day 16 Review: Relationship between evidence, claims, and topic sentences: building a paragraph from the inside out <i>HW</i> : Bring at least 3 full body paragraphs of rough draft, with revised thesis statement	Wednesday November 16—Day 17 <i>They Say/I Say</i> : Chapter 3 and Chapter 5 MLA guidelines for papers
Week 10: Rough Draft Workshop #2	
Monday November 21—Day 18 <i>FieldWorking</i> : Chapter 8 (no Activity) <i>HW</i> : Bring a revised draft with 4 pages worth of body paragraphs	Wednesday November 23—Day 19 <i>Writing Analytically</i> : pgs. 349-353, 357-371 (CARMEN) <i>HW</i> : Bring a rough draft introduction and conclusion for peer review

Week 11: Rough Draft Workshop #3	Presentation of Fieldwork
Monday November 28—Day 20 “Concision” (CARMEN) <i>Bring: Full drafts for concision review</i>	Wednesday November 30—Day 21 Oral presentations
Finals Week	
No official class meeting is scheduled for finals week. <i>Due December 4th @11:59pm: Final Analytical Fieldwork Paper</i>	